PROPOSAL FOR A CAREER LADDER PROGRAM

Developed Jointly by The Educator Standards Board and The Ohio Department of Education

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I. Research Base for a Statewide Career Ladder

Since the 1980s, policy makers in several states including Ohio have been implementing teacher career ladders. Though career ladders should provide teachers career advancement, they should also facilitate teachers sharing their expertise with colleagues to improve student achievement. Typically the only advancement option for teachers has been to move into administrative positions. Teacher career ladders provide teachers with the opportunity to grow professionally and advance within their careers while remaining in a teaching role.

Governor Taft convened the Commission on Teaching Success in November 2001 with a charge to develop recommendations that would help Ohio recruit and retain teachers, build their capacity to perform at consistently high levels and create school environments with effective leadership where teachers can teach and students can succeed. In March 2004, Ohio Senate Bill 2 was enacted directing the Educator Standards Board (ESB) and the Department of Education (ODE) to develop jointly a proposal for a career ladder program, defined as "a performance-based multilevel system of teaching positions or compensation levels within a school district or district building."

The ESB and ODE studied the research on the relationship between traditional career ladders and/or differentiated staffing/compensation plans, teacher retention and job satisfaction. School districts face increased difficulty in staffing high need schools as well as filling critical teaching positions in math, science, and special education. Nationally, up to 50 percent of new teachers leave within the first five years (NEA 2006) – particularly in high need schools -- and teaching still does not attract its fair share of new recruits from the most competitive colleges. Research is clear that poor students and those of color are far less likely to be taught by caring, qualified, well-supported and effective teachers. The most qualified teachers are the least likely to stay in teaching and new teachers are more likely to leave when they cannot advance in their careers, work closely with colleagues or expand their influence within schools (Henke, Chen, and Geis 2000).

Current research provides some evidence that career ladders have a positive effect on student achievement. The Southern Regional Education Board has claimed that in its 20 years of documenting state efforts to establish career ladders, in some cases the initiatives have spurred increased student achievement and lower dropout rates, created a new sense of shared leadership among lead teachers and building administrators and provided teachers an increased sense of self-efficacy. (*Statewide Teacher Career Ladder* 2002; Odden & Kelley 2002; "Quality Teachers" 2002). Additionally, a 1994 study of the impact of teachers in Arizona career ladder districts indicated a positive effect on student success. In districts with career ladder programs compared to districts without career ladder programs, the studies showed a lower dropout rate, a higher graduation rate and higher scores on state achievement assessments (Arizona Career Ladder Network Directors). Updated comparisons in 2002

and 2004 indicated significantly higher school performance ratings for career ladder schools and clearly higher percentages of students who achieved mastery on the state's achievement tests (Arizona Career Ladder Network Directors). However, it should be noted that the achievement gains cannot be directly tied to the career ladder program due to internal and external variables beyond the teacher's control that affect student performance.

On the other hand, some educators are concerned that performance-based pay is unfair and holds teachers accountable for factors outside of the classroom ("Pay-for-Performance 2001"). But if the measure is growth, the progress students make over time can be an important component of performance (Hershberg & Lea-Kruger 2006). Additionally, many districts, without sufficient resources and technical capacity, have failed to develop equity in teacher evaluation and opportunities for career advancement. This can have a negative impact on teacher perceptions of career ladder programs. Further, some oppose rewarding teachers for increased skills and knowledge because it is hard to assess and there is little documented connection between those skills and classroom effectiveness ("Pay-for-Performance 2001").

After examining both supporting and opposing arguments, the ESB and ODE chose to design a career ladder framework that invites varied teacher roles and responsibilities, promotes the acquisition of new knowledge and skills, uses multiple measures of performance and student achievement, and supports collaboration among teachers and with administration. Additionally, high quality professional development to improve teachers' instructional effectiveness and to allow them to advance in the profession is a necessity.

Traditionally, all teachers have been viewed as having identical responsibilities and authority, with no room for advancement without leaving their classrooms and the students they teach. Typically, teachers are paid on a salary schedule based on education and years of experience. Teachers who excel, as demonstrated by their classroom practices and their students' achievement, receive the same salary as teachers who demonstrate little in terms of student achievement gains. Further, teacher evaluation practices at the school level do not incorporate teaching and learning components which research has proven to have a positive impact on instruction (Milken 2002). Yee (1986) argued that most teachers just are not interested "in hierarchically arrayed positions" but more interested in "a richer pool of professional opportunities for all classroom teachers." The Center for Teaching Quality, in its large-scale investigation of working conditions in North Carolina, found that indices of teacher empowerment were linked to increased student achievement ("Teacher Working Conditions"). A motivation for creating career ladders has been to address the traditionally flat career structure of teaching and the lack of opportunities for advancement (Statewide Teacher Career Ladder 2002; Odden & Kelley 2002).

The National Association of State School Boards (NASBE), in their research on state initiatives in 2002 and updated in 2004 (*Statewide Teacher Career Ladder* 2002), found that most career ladder initiatives can be placed in three categories.

- Performance-based ladders: as teachers demonstrate increased competence, they progress to different or more complex levels of work - e.g., novice teacher license to career teacher license, career license to master teacher;
- Job-enlargement ladders: progression to activities outside of the classroom such as curriculum development, supervising and mentoring new teachers, serving as a professional development trainer or lead teacher; and
- Professional development ladders: advancement is based on obtaining more knowledge or skills through credit, staff development activities, advanced degrees or National Board certification.

The description of "performance-based ladders" is consistent with the stated intent to base Ohio's career ladder in the *Ohio Standards for the Teaching Profession* (See Appendix A). SB 2 language dictates that the Ohio proposal must include a performance-based component, and the *Ohio Standards for the Teaching Profession* and *the Ohio Standards for Principals* (See Appendix B) clearly delineate differentiated competency levels including observable and measurable indicators. Ohio's standards movement began with the creation of the Academic Content Standards for students. Along with the development of these clearly defined expectations for students, the state recognized the importance of clearly defined expectations for teachers and school leaders. These standards, along with the *Ohio Standards for Professional Development* (See Appendix C), are being disseminated around the state in the 2006-07 academic year.

The description of "job enlargement ladders" is consistent with Ohio's desire to define multiple and diverse opportunities for teachers to grow and lead. While the NASBE article refers to this as "job-enlargement," the ESB and ODE do not want this to be misinterpreted as simply creating more work for teachers, but rather as creating differentiated roles and responsibilities both inside and outside of the classroom.

Further, the emphasis on teacher leadership in the *Ohio Standards for the Teaching Profession* and the *Ohio Standards for Principals* strongly supports the notion that the proposed career ladder plan must ensure that accomplished teachers can assume positions or responsibilities where they truly have much to contribute to their school, community, and profession.

Several studies have identified characteristics of teacher leaders that enlarge the teacher's role beyond the classroom (Wynne 2001). As Little (1988) asserted, "It is increasingly implausible that we could improve the performance of schools...without promoting leadership in teaching by teachers." Additionally, McLaughlin and Talbert's research found a wide range of statistical evidence that school-based *professional learning communities* improve teaching and learning — demarcated by teachers who create knowledge *of and for* practice, assess instructional alternatives, socialize new teachers to school norms of practice and professional expectations and enable "collective mindfulness" about what needs to be done to help students (McLaughlin, M. and Talbert, J. (in press)).

Richard Elmore (2000) suggests that, "The job of leaders of instructional practice is to extend professional leadership into schools and school systems, drawing upon the differential expertise of educators at each level." He advocates embracing distributive leadership and submits that, "those who have a higher degree of knowledge, skill and competence should be expected to spend some portion of their work engaged in the improvement of practice across schools and classrooms." He concludes that such an enlargement of educator's roles creates a "...model in which instructional practice is a collective good – a common concern of the whole institution – as well as private and individual concern" (Elmore 2000). Examples of performance-based and jobenlargement ladders are available in Appendix E.

In Ohio, individual professional development plans (IPDPs) must be designed by teachers and approved by local professional development committees. The purpose of the committees is to review the coursework and other professional development activities proposed and completed by educators within the district to determine if the requirements for renewal of certificates or licenses have been met. Additionally, the ESB and ODE expect districts to provide, adequate and appropriate, high-quality professional development activities for teachers to assist in both meeting program requirements and improving student learning. Therefore, this third category, "professional development ladders," falls within the context of the performance-based and job-enlargement proposal as well as teacher licensure in Ohio and will not be addressed separately in this proposal.

According to Hart (1987), a career ladder can be used to structure both teachers' work to promote teaching effectiveness [performance-based] and provide professional growth [job-enlargement]. Many school communities, including Cincinnati, Denver and Douglas County, CO are working with more comprehensive pay models based on knowledge, skill and performance ("Questions and Answers" 2002). A number of nations with whom the United States is compared offer teachers a wide range of roles and responsibilities that allow them to both teach in the classroom and lead outside of them (Stoel and Thant 2002). This research suggests that traditional career ladder categories are not mutually exclusive and can be combined in a variety of ways.

Some current state initiatives that incorporate this approach in which advancement to higher levels on the career ladder is achieved by demonstrating increasingly higher levels of teaching performance and, at those higher levels of advancement, providing leadership inside and/or outside their classroom in roles as mentors, coaches and professional development trainers. Combining the performance-based ladder and the job-enlargement approach into a "two-pronged" focus for Ohio's proposal reflects the discussions of the ESB and ODE and current research and provides a more comprehensive framework.

An important additional component to the design and development of teacher career ladders must be considered. All teachers can learn to teach differently and more effectively, but just as we expect learning to be differentiated to support student needs, we must recognize that adult learning needs are varied as well. A system must be

designed that provides for multiple entry points and multiple pathways as well as a progressive professional development system that allows for horizontal, vertical and diagonal movement (Christensen, McDonnell, and Price 1988). The ESB and ODE chose the term "career lattice" versus "career ladder" to better represent and communicate the philosophical beliefs that Ohio holds.

II. Ohio Teacher Career Lattice Framework

In March 2004, Ohio Senate Bill 2 was enacted. Sec. 3333.161., SECTION 4. directs the Educator Standards Board (ESB) and the Department of Education (ODE) to develop jointly a proposal for a career ladder program, defined as "a performance-based multilevel system of teaching positions or compensation levels within a school district or district building." In doing so, the ESB and ODE seek to create a comprehensive teacher leadership conceptual framework that enhances roles and responsibilities; encourages increased knowledge, skills and performance; spreads a culture of career opportunities; and increases teacher productivity and fulfillment. Indeed, the goal is to propose a set of practical concepts that districts and teacher associations/unions may use to build collaborative, high-performing teaching cultures that meet local needs and aspirations. The development process yielded several core principles upon which the ESB and the ODE believe a framework for a teacher quality initiative should be built.

CORE PRINCIPLES FOR OHIO'S CAREER LATTICE FRAMEWORK

Ohio's Career Ladder Framework should:

- Be anchored in the state's new teaching, principal and professional development standards:
- Clearly underscore the relationship between high quality teaching and student learning;
- Define multiple and diverse opportunities for all teachers to grow and lead; and
- Create and sustain a community of professional practice.

With these principles in mind and after extensive research into similar programs around the country and consultation with experts in the field, the ESB and ODE recommend a framework that comprehensively incorporates research and best practice but also provides for district choice and flexibility while promoting innovative thinking. This framework establishes a career lattice structured of research-based components that lead to powerful teaching and learning.

Ohio's Career Lattice Framework expands teacher leadership opportunities, drives collaboration between teachers and administrators on school design, leadership and school policy and creates a more common culture of teacher professionalism, improving teacher retention and, ultimately, enhancing student achievement. It also provides a framework for teachers to create and sustain a community of professional practice where they have collective opportunities to reflect upon their teaching, consider the progress their students are making, learn about and apply new knowledge in their fields and support each other to improve. "A teacher leader is someone who works with teacher colleagues with the intent to improve student achievement, teacher quality and organizational culture" (Kimmelman).

OHIO TEACHER CAREER LATTICE FRAMEWORK COMPONENTS

The following provides a description of the various components of Ohio's Career Lattice Framework. The components are intended to inspire local school districts as they consider transforming existing systems and structures around teaching and learning.

A. Roles and Responsibilities

The ESB and ODE believe that a Career Lattice should create differentiated roles and responsibilities for teacher leaders both inside and outside of the classroom. Any roles or responsibilities defined within the Lattice should intend to make teaching more robust and improve student learning. Roles and responsibilities defined within the lattice must be directly related to the *Ohio Standards for the Teaching Profession* and the improvement of student learning.

The *Ohio Standards for the Teaching Profession* contain indicators that differentiate between *Accomplished* and *Distinguished* teacher development. At the Accomplished level, teachers effectively integrate the knowledge, skills and abilities needed for effective content-area instruction. They are fully skilled professionals who demonstrate purposefulness, flexibility and consistency. They anticipate and monitor situations in their classrooms and schools and make appropriate plans and responses. At the Distinguished level, teachers use their strong foundation of knowledge, skills and abilities to innovate and enhance their classrooms, buildings and districts. They are leaders who empower and influence others. They anticipate and monitor situations in their classrooms and schools and effectively reshape their environments accordingly. They respond to the needs of their colleagues and students immediately and effectively. As teachers move into the distinguished area, leadership roles should become broader and have more of an impact on enhancing the profession as well as the teacher's classroom, school, or district.

These distinctions are reinforced in the work of David Berliner and Lee Shulman. Shulman (2004) in particular categorizes distinguished teachers as those who are self critical, highly skilled, and deeply knowledgeable about their subject content. He also finds that such teachers draw from and contribute to a community of teaching, and that they have an impact on the profession beyond their individual classroom. Berliner (1994) has written extensively on the distinguishing characteristics that delineate between different stages of teacher development and he was among those pioneering work in recognizing "adaptive expertise," or the ability to change one's core competencies and continually expand the breadth and depth of one's expertise, as characteristic of expert teachers.

As envisioned by the ESB and ODE, the following table provides illustrative examples of teacher leadership roles and responsibilities in order to spark possibilities for local development:

Standard	Accomplished	Distinguished
Standard 1: Students Teachers understand student learning and development, and respect the diversity of the students they teach.	*Be a mentor or coach *Lead a team of teachers in developing learning plans for individual students	*Design and teach literacy workshops for non-English speaking families *Design and teach cultural competency class *Train mentors and/or coaches
Standard 2: Content Teachers know and understand the content area for which they have instructional responsibility.	*Design and lead a service learning project, job-shadow or career day *Develop action research project	*Lead content-area workshops *Lead curriculum development/alignment committees *Lead a team in cross-curricular unit development
Standard 3: Assessment Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.	*Serve as a coach to peers to assist in disaggregating student achievement data *Generate data-driven tools to share with other teachers	*Conduct training/presentation on classroom assessment and/or use of data *Lead a professional learning community or book study *Lead workshops on student-led instruction and reflection
Standard 4: Instruction Teachers plan and deliver effective instruction that advances the learning of each individual student.	*Be a mentor or coach *Offer a demonstration classroom *Participate in vertical articulation, curriculum mapping or looping committees	*Participate in district or state level committees *Conduct differentiated instruction training *Lead workshop on use of technology in instruction *Train mentors and/or coaches
Standard 5: Learning Environment Teachers create learning environments that promote high levels of learning and achievement for all students.	*Design and share units using cooperative learning and other strategies *Design and share tools for effective classroom management	*Participate in district policy committees *Design and lead training on service learning or cooperative learning and/or other strategies
Standard 6: Collaboration and Communication Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.	*Become a member of a community group focused on academic, social and medical issues that affect students *Serve as North Central Accreditation chair *Coach colleagues in demonstrating proficiency in the Ohio Standards for the Teaching Profession	*Take a lead role in peer assistance and review *Develop partnership with local community agency or business *Assume a lead role in District TLP
Standard 7: Professional Responsibility and Growth Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.	*Become a member of a content or instructional area committee *Participate in district TLP development	*Participate on state or national policy committees *Become a professional development trainer *Write and/or manage a grant

Before being eligible to complete a leadership role, it is in the interest of learning to ensure that teachers demonstrate accomplished or distinguished performance in a given standard. The roles aligned with the accomplished indicators should ask teachers to apply their expertise to assist and collaborate with colleagues individually and in small groups. In this way, teacher leaders are truly able to contribute to their school, community, and the profession.

The Career Lattice Framework provides a means for schools and districts to re-invent the ways teacher leaders fulfill newly identified roles, including whether the teacher leaders will maintain full, half, or partial classroom responsibilities. Team teaching and team leadership is a highly desirable quality in this context. Teachers within or across particular disciplines or grade levels in both core and non-core academic areas as well as other instructional personnel work collaboratively to share best practices and develop new skills in a particular area. Within the concept of the Career Lattice, on-going modifications to roles and responsibilities should be anticipated as evaluation data are collected.

Throughout Ohio, leadership opportunities differ from district to district, considering the significant differences across the divergent context of schools and negotiated agreements. The interesting work of the roles and responsibilities component of the Career Lattice Framework is done at the district level to ensure utilization of positions currently in place, as well as the evaluation of these roles to maintain fidelity. However, the opportunity to create new roles as related to the Standards is a powerful condition to improving teacher satisfaction and effectiveness.

B. Increased Knowledge and Skills

The ESB and ODE believe that a Career Lattice should contain a component designed to further on-going learning among educators and help them achieve results with students. Given the specific context and ever-changing needs of a district, teachers achieve results with students when they experience high quality professional growth. Teachers must demonstrate proficiency or higher in all of the Educator Standards through the use of a performance-based assessment designed by the district to be eligible for the knowledge and skills component. The *Ohio Standards for Professional Development* should be used to develop programs that result in teacher knowledge and skill enhancement. The *Ohio Standards for the Teaching Profession* offer guidance for attainment of demonstrated knowledge and skills. The following table provides a minimal number of examples of teacher knowledge and skills in order to spark possibilities:

Standard	Demonstrated Knowledge and/or Skill
Standard 1: Students Teachers understand student learning and development, and respect the diversity of the students they teach.	 Complete ESL training/ obtain Bilingual Ed endorsement and put concepts into practice Complete training on cultural competency and put concepts into practice Offer a demonstration classroom Design differentiated instruction units
Standard 2: Content Teachers know and understand the content area for which they have instructional responsibility.	 Design and share units integrating technology into content, focusing on higher level thinking, inquiry-based instruction, etc. Participate in cross-curricular unit development Offer a demonstration classroom Present or publish and article on cross-curricular efforts
Standard 3: Assessment Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.	 Participate in an on-line discussion on Value Added Assessment Data Develop and share diagnostic, formative and/or benchmark assessments for use in content area Design parent meetings, guides and resources for understanding assessment data Participate in data-driven action research project

Standard 4: Instruction Teachers plan and deliver effective instruction that advances the learning of each individual student.	 Design and share units that provide opportunities for problem-solving and critical thinking Design units using technology to enhance instruction and student learning Complete training on lesson study and begin a lesson study group with colleagues
Standard 5: Learning Environment Teachers create learning environments that promote high levels of learning and achievement for all students.	 Complete bias training and share with colleagues Design units using cooperative learning Create an action research project on positive behavior interventions
Standard 6: Collaboration and Communication Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.	 Participate on a teaching team Develop materials for parents to use at home to enrich student learning Publish article on creating parent partnerships Prepare and make a presentation to the local school board about school wide intervention procedures
Standard 7: Professional Responsibility and Growth Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.	 Participate in a professional learning community or book study Obtain National Board Certification "Take One" through the National Board for Professional Teaching Standards Complete a grant writing course and contribute to a district grant proposal

Demonstration of the knowledge and skills outlined in the Educator Standards serve as preparation for advancement into leadership roles and opportunities for teachers. The two components are recursive as one builds upon the other and sets in motion differing paths to teacher leadership over the course of an educator's career. Teachers within or across particular disciplines or grade levels in both core and non-core academic areas as well as other instructional personnel work collaboratively to share best practices and develop new skills in a particular area.

C. Evidence of Student Growth

The ESB and ODE believe that a Career Lattice should contain a component designed to acknowledge the primary purpose of education: to teach and nurture students for high levels of learning and growth. In today's climate, many policymakers and school reformers call for the use of standardized test scores as a primary – and in some cases, sole – means to identify student learning. While this type of test score is one important source, other measures, collectively evaluated provide a more holistic understanding of student progress. Skilled educators employ a variety of curriculum, instructional, and assessment strategies designed specifically to produce reasonable, measurable student learning. For example:

- Valid and reliable district-administered standardized assessments
- Value-added classroom data gains to demonstrate performance
- Teacher created assessments
- Student work portfolios

All of these tools provide opportunities for students to demonstrate their knowledge acquisition. Multiple and on-going measures of accomplishment are imperative for

teachers to assess and align the learning needs of students to Ohio Academic Content Standards and to determine progress toward the goal of meeting those standards.

While the Local Report Card evaluates all districts in Ohio, there are other achievement measures that exemplify student achievement, such as

- College entrance exams
- PSAT
- Advanced Placement Tests
- Ohio Career Technical Competency Assessments

The ESB and ODE place primary importance in the concept that effective instruction leads to higher achievement but evidence of student growth is a locally determined component.

D. Collaboration

The ESB and ODE believe that a Career Lattice should contain a component designed to facilitate collaboration on the path to increased student learning. *The Ohio Standards for Principals* create an expectation for establishing and sustaining collaborative learning and shared leadership. For example:

- Classroom observations offer an opportunity for collaboration among teacher colleagues and administrators while supporting a comprehensive professional learning environment.
- Administrators establish building councils to analyze and review school site concerns.

The Ohio Standards for the Teaching Profession also set an expectation for collaboration. For example:

- Teachers work within a team to develop school-wide rules
- Teachers develop inter-disciplinary lessons with a colleague

The *Ohio Standards for Professional Development* encourage ongoing opportunities for educators to work together. For example:

- Teachers work in small learning teams as a vehicle for sharing collective knowledge and skills
- Districts work with teachers to identify professional development gaps in support of teachers achieving accomplished or distinguished standing in a particular standard

The Career Lattice Framework solidifies the importance and continual practice of collaboration as a means for school improvement in all areas. The framework, along with Educator Standards offer powerful conceptual tools for initiating and affecting school improvement.

III. Ohio's Teacher Leadership Program (TLP) Pilot: A Plan for Local Implementation and State Support

Districts will be invited to submit a proposal for a locally designed Teacher Leadership Program (TLP) which fully integrates Ohio's Career Lattice Framework. The plan should provide for growth and incentives for teachers and be integrated and aligned with other district programs that support student achievement, such as School Improvement Plans, Individual Professional Development Plans, and Peer Assistance and Review. Further, a system must be designed that provides a lattice rather than a ladder effect: multiple entry points and multiple pathways rather than strictly upward and downward progression.

The ESB and ODE believe that policymakers and practitioners must take joint responsibility for focusing on the professional growth of *all* teachers and maintaining and funding the system. Schools are designed for many purposes, but stimulating changes in teaching practices is not one of them. The school reform graveyard is overcrowded with dead career ladder and teacher leadership initiatives because the necessary vision, structure, time and skills were not developed nor maintained. Both policymakers and practitioners have the obligation to collectively assure that the TLP does not meet the same fate.

The ESB and ODE recognize the need for the development of local pilot programs utilizing Ohio's Career Lattice Framework that adhere to the standards and basic principles, are responsive to local aspirations and needs, test the soundness of the framework as an integral element of an effective school and project the cost of implementation based on system size/configuration. In fact, the Denver professional compensation model, collaboratively constructed by administrators and teachers, took years to test and refine its components. In Arizona, only 28 districts, due in large part to inadequate funding, currently implement the state's career ladder program. Ohio's own experiences with Praxis III and Pathwise confirm the need for careful implementation – including training for using instruments and time for administrators and teachers to gather evaluative data to assess effectiveness of local approaches.

TEACHER LEADERSHIP PROGRAM COMPONENTS

A. Roles and Responsibilities

The first component of the TLP is based upon the desire of the ESB and ODE to create differentiated roles and responsibilities for teacher leaders both inside and outside of the classroom. Leadership opportunities will differ from district to district, considering the significant differences across the divergent context of schools and negotiated agreements. Some roles might be newly created by the district, some newly revised or revamped or some might be traditional roles that have been uncompensated. Team teaching and team leadership will be valued equally with individual leadership. Teachers within a particular discipline or grade level should be encouraged to work collaboratively to share best practices and develop new skills in a particular area.

Teachers must demonstrate accomplished or distinguished standing in one or more of the Educator Standards **and** proficiency or higher in all other standards through the use of a performance-based assessment designed by the district. As teachers move into the distinguished performance area, leadership roles should become broader and have more of an impact on enhancing the profession as well as the teacher's classroom or school site.

The district's TLP must include multiple and diverse responsibilities to be completed by teachers who choose to participate so that all teachers have the opportunity to develop their skills and each one has the potential to serve in various leadership roles demanded by today's schools. Teachers' roles in the planning and implementation of the TLP can serve as opportunities for diversifying teacher leadership. Districts must also ensure optimal conditions for teacher leaders to grow and emerge by supporting opportunities for new and different leadership roles, by encouraging administrator/central office support and by providing the vision, professional resources and release time for professional development and planning. To capture and draw upon the knowledge, skills and attributes of these teacher leaders, districts, working within a locally-defined professional schedule, must create hybrid roles where one can teach students part of the day, week and year, while also learning, leading and helping to enhance the profession.

Responsibilities must be directly related to the *Ohio Standards for the Teaching Profession* and the improvement of student learning. Teachers must demonstrate accomplished or distinguished performance in a given standard before being eligible to complete a leadership role in that area so that they are truly able to contribute to their school, community and profession. The plan must specify how teacher leaders will fulfill their new roles, including whether the teacher leaders will be full- or half-time and the amount of time expected of them to fulfill their new roles. The district may choose to modify the roles and responsibilities options based upon evaluation of the program, district needs and relationship of specific roles and responsibilities to achievement gains.

Acceptable responsibilities are activities that are not a part of the teachers' regular contracts and are not currently compensated by the district. The ESB and ODE are certainly aware that districts currently compensate teachers for assuming leadership roles, but districts **may not use** TLP grant funding to replace district monies currently supporting leadership roles. The grant funds must be used to support newly developed or currently non-compensated roles. However, districts that already support compensated leadership roles for teachers are encouraged to develop proposals that expand leadership opportunities and better align and evaluate current initiatives.

B. Increased Knowledge and Skills

The TLP must include a component to define and assess the knowledge and skills desired to help teachers achieve results with students given the specific context and needs of the district. The knowledge and skills must be assessed through a standards-based rubric and must also be based upon the district's goals and align to the

knowledge and skills outlined in the *Ohio Standards for the Teaching Profession*. Teachers who have attained and demonstrated designated levels of knowledge and skills would be compensated according to a stipend or other incentive schedule designed by the district. The district may choose to modify the knowledge and skills options based upon evaluation of the program, district needs and relationship of specific knowledge and skills to achievement gains (Hassel 2002).

Teachers must demonstrate proficiency or higher in all of the Educator Standards through the use of a performance-based assessment designed by the district to be eligible for the knowledge and skills component.

C. Evidence of Student Growth

District TLPs should acknowledge the primary importance of achieving high levels of student learning and growth. Plans that include a student growth component **must use multiple measures of student performance**, including but not limited to curriculum and instructional strategies designed specifically to produce a reasonable, measurable student learning goal or objective and multiple indicators to determine progress toward those goals. Districts may use state performance indicators such as standardized test scores (Odden, A & Wallace, M. 2006).

Districts should consider how to include teachers outside the core academic areas, particularly if standardized test scores are used as well as the inclusion of nonacademic indicators of student performance, such as attendance, discipline referrals and parental involvement.

D. Collaboration

The TLP must also include a component designed to facilitate collaboration on the path to increased student learning. Using indicators and elements from *The Ohio Standards for Principals, The Ohio Standards for the Teaching Profession* and *The Ohio Standards for Professional Development* districts should design opportunities for engaging educators in discussions about school improvement, teacher leadership, student growth and achievement.

IMPLEMENTATION REQUIREMENTS

A. Program Administration

Districts must provide appropriate administration of the TLP. An oversight committee composed of teachers, administrators and other stakeholders must be designated to oversee all program functions and activities, such as developing and implementing operational procedures, including criteria to be applied in awarding compensation to teachers, processes to ensure inter-rater reliability and accommodate appeals; and conducting an annual program evaluation. To be successful, the TLP must be a truly collaborative effort with broad stakeholder input and shared ownership.

Smaller and/or rural districts may want to consider a consortium approach in both the proposal and administration of a Teacher Leadership Program.

Effective communication systems must be developed to ensure that all teachers and administrators receive timely and accurate information on program requirements, modifications and pertinent deadlines.

Districts which receive TLP funding must submit an annual report to the ODE, including both qualitative (e.g., teacher interest, administration-union relationships and public perceptions) and quantitative (e.g., teacher behaviors, types and amount of compensation and measurable student growth) program evaluations (Chan, Galarza, Llamas, Kellor and Odden 1999), anticipated changes to the program and final expenditure reports.

B. Alignment of Teacher Evaluation System to Standards

Districts that choose to submit a proposal must show alignment of their teacher evaluation system to the *Ohio Standards for the Teaching Profession* by providing documentation to the ODE showing where the indicators are included in the district's evaluation instrument. SB 2, Sec. 3319.112.(A)(3) states, "The evaluation system adopted by a school district should be aligned with the standards for teachers and principals adopted pursuant to section 3319.61 of the Revised Code". If the evaluation system is not currently aligned and is a negotiated contract item, districts must demonstrate support from the local teacher's association/union to work with administration to revise and align the system as necessary. They must additionally demonstrate adequate administrator/central office support for the program to succeed, including, but not limited to, participation in planning, implementing and evaluating the program.

C. Professional Development

Each district's TLP must also include adequate and appropriate professional development activities for teachers to assist both in meeting program requirements and improving student learning. For example, teachers may need professional development and support in achieving accomplished or distinguished standing in a particular standard.

Professional development should be aligned to the *Ohio Standards for Professional Development*. In general, the professional development should be collaborative and of high quality, and should take place over time, correlate to school and district goals and be directly relevant to the participant's current and anticipated job responsibilities. Identified knowledge and skills should be the focus of professional development offerings.

High Quality Professional Development affects teaching and learning in a myriad of ways. In a study linking professional development to student achievement, Cohen and Hill (2001) discovered that when teachers were afforded opportunities to learn how to study curricular materials and student work samples, their students performed better on standardized achievement tests. Additionally, the Community Training and Assistance Center, which offered technical assistance and assembled data during Denver's professional compensation plan pilot, found that "nowhere" was increased

compensation the "vital factor" in motivating teachers to improve student learning; instead, it was the "new skills gained and the organizational focus and support that brought about improvement" (Gratz 2005).

D. Processes and Procedures

Districts must design definitions of and criteria and requirements for each component plus steps to ensure an open, rigorous and competitive selection process. Districts should consider how to include teachers outside the core academic areas and other instructional personnel. Districts are encouraged to incorporate a system in which multiple people with varying perspectives are involved in selection for positions and/or stipend decisions. Procedures should be established for ensuring inter-rater reliability among persons involved in such decisions.

Further, each district must identify eligibility requirements for who may participate. The ESB and ODE support the following minimum requirements for eligibility of teachers:

- Hold a professional license or certificate
- Work a minimum of 120 days during the current school year
- Work under a teaching contract
- Demonstrate accomplished or distinguished standing in one or more of the Ohio Standards for the Teaching Profession and proficiency or higher in all other standards through the use of a performance-based assessment designed by a joint committee of district administration and teacher personnel.

Additional qualifications or criteria may be included by districts provided they are consistent with the TLP guidelines outlined here. The ESB and ODE recognize that each district, with different goals and facing different challenges, needs to create its own specific criteria to identify, support, and reward teacher leaders.

E. Compensation

The district's TLP must also define differentiated compensation that will be awarded for differentiated roles and/or levels of performance and make provisions for verifying completion of the teacher's responsibilities. Performance awards may be school and/or individually based. It is not the intent of this proposal that districts would replace the current salary schedule with a newly structured salary schedule but rather that the compensation would augment a teacher's base salary. Nor is it expected that any teacher's district salary would *decrease* under the plan. Districts are encouraged to be "forward thinking" in developing ways to compensate teachers, such as release time or extended contracts, in addition to monetary compensation.

IMPLEMENTATION CONSIDERATIONS

The Ohio Teacher Lattice Framework and Ohio's Standards for the Teaching Profession offer powerful conceptual tools for initiating and effecting school improvement. Increased student achievement demands continuous innovation to improve standard educational practices. The ESB and the ODE believe that specific considerations are

essential to the successful merging of existing practices into forward thinking teacher leadership as a key to student learning and success as follows:

Paradigm shift

Increased student achievement demands continuous innovation to improve standard educational practices. The state must promote new and more effective strategies for public schools in the 21st Century (Operation Public Education 2002). *The Ohio Standards for the Teaching Profession* serve as the driver for change in our schools. Districts that submit a Career Lattice proposal must be prepared to accept and fully integrate the standards-based environment and make the philosophical, organizational and financial commitments to the school culture required to make the program sustainable when the TLP grant funding expires.

New Collaborative Efforts

Districts are encouraged to explore opportunities for new collaboration between the district and local colleges and universities, teachers' associations/unions, parents, and/or other stakeholder groups. They are also encouraged to explore opportunities to create new teaching and learning centers that build capacity for professional development at the local level and to adopt innovative proposals to implement fundamental structural changes that will significantly impact teacher leadership and student achievement (Operation Public Education 2002).

Composition of Teaching Roles and Schedules

Districts must ensure optimal conditions for teacher leaders to grow and emerge by supporting opportunities for new and different leadership roles, by encouraging administrator/central office support and by providing the vision, professional resources and release time for professional development and planning. To capture and draw upon the knowledge, skills and attributes of these teacher leaders, districts, working within a locally-defined professional schedule, must create hybrid roles where one can teach students part of the day, week and year, while also learning, leading and helping to enhance the profession.

Consideration to how school schedules will be reconfigured for teachers to lead is a necessary implementation condition. This will require consideration of how the day-to-day operation the district will change in order to support the process.

Funding

Per Senate Bill 2, any initial state funding will be determined by the Department of Education based on current resources. This proposal will include the requirement that districts contribute a portion of the funding needs, leading to full sustainability by districts.

Districts may want to consider and plan for the possibility that levels of teacher interest and attainment may exceed program expectations and explore other funding opportunities to supplement the program (Hassel 2002).

TLP PROGRAM ROLL-OUT AND SUPPORT

The TLP pilot will be launched with a Request for Proposal to encourage a variety of school districts with differing demographics to design and implement TLPs. Districts will be invited to submit proposals for:

- **Component Implementation**, proposing a TLP composed of a collaboration component plus one of the other three components of the district's choosing in addition to the implementation requirements, or
- **Systems Implementation**, proposing a TLP composed of all four components in addition to the implementation requirements.

The pilot would be used to validate the use of the teaching standards in conjunction with the TLP, establish a reliable means for identifying teacher performance and accomplishments, create and disseminate different organizational strategies for "freeing up" teachers' time to lead, and determine how compensation could best encourage and support new leadership roles and responsibilities.

The ODE would provide examples and training on program components and standardsbased evaluation instruments to ensure equity and inter-rater reliability across districts, materials, and a consultant to provide guidance and technical assistance to districts applying for and participating in the pilot.

Suggested grant duration is three to five years with the opportunity for renewal. Any shorter grant allocation will not allow enough time for districts to appropriately apply, develop, implement and evaluate their respective TLPs. The renewal time period will be critical for districts to be able to secure and provide data on improvement in student learning and achievement directly related to the implementation of the TLP. Adequate state funding needs to be provided and earmarked for districts to ensure that pilot evaluations, using a common framework and instruments are used. Further, in recognition of the additional infrastructure and oversight that will be required to start a successful TLP, districts would be permitted to budget up to 10% of the annual grant award for administration of program.

Finally, the ESB and ODE propose the creation of a state oversight committee to encourage local adaptations but also ensure fidelity to state goals. The oversight committee would approve local plans, oversee a data gathering and evaluation process and promote a communication strategy designed to ensure successful implementation and sustainability.

CURRENT STATE INITIATIVES

The ODE is committed to creating and sustaining models for performance-based teacher and principal compensation systems to serve its customers— students, teachers and school and district leaders. The last two biennium budgets have provided state funding to support the development and implementation of knowledge/skills-based compensation systems. Since 2003 the ODE has partnered with the Milken Family Foundation to explore, develop and implement the Teacher Advancement Program (TAP) in Ohio schools, which includes a value-added classroom gain component.

Additionally, in spring 2006, Congress appropriated approximately \$99 million to establish the Teacher Incentive Fund (TIF) Grant designed to support programs that develop and implement performance-based teacher and principal compensation systems, based primarily on advances in student achievement in high-need schools. Ohio has submitted a TIF state consolidated plan to the U.S. Department of Education. More information is available on these programs in Appendix E for districts who may want to use them as examples.

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Appendix A: Ohio Standards for the Teaching Profession

Appendix B: Ohio Standards for Principals

Appendix C: Ohio Standards for Professional Development

Appendix D: Funding models

Appendix E: Examples

Appendix E: Examples

Performance-Based Career Ladders

Since 2003 the Ohio Department of Education has partnered with the Milken Family Foundation to explore, develop and implement the **Teacher Advancement Program (TAP)** in Ohio schools (Columbus Public Schools). Beginning in the 2006 school year, Cincinnati Public Schools will also be implementing this program in three of its large elementary buildings. The program is organized around four key principles:

- Multiple Career Paths TAP provides new opportunities for teachers to move along a career continuum by creating master and mentor teachers. These teachers take on increased responsibilities and receive increased compensation.
- Ongoing, Applied Professional Development By providing time weekly, site-based professional development opportunities are provided for all teachers that are focused on improving student achievement. Master and mentor teachers lead professional development opportunities, as well as conduct classroom demonstrations and give feedback on specific teaching and learning innovations.
- Performance-based accountability In TAP schools teacher effectiveness in classroom instruction is measured and compensated against clearly delineated standards in teaching skills, knowledge and responsibility. The standards delineated under TAP are divided into four domains. As part of each domain, performance indicators are listed with descriptors and a rubric specifying three performance levels for measuring actual teacher performance. All teachers receive four to six classroom evaluations each year. The evaluations are conducted by master and mentor teachers and administrators, all of whom must go through extensive training and pass certification requirements needed to ensure inter-rater reliability. While classroom observation is an essential component to measure teacher quality, so is student achievement. Part of the teacher evaluation system in TAP also includes the value-added classroom gains the teacher produces.
- Salary Augmentation and Compensation master and mentor teachers are compensated for increased responsibilities. Ranges for salaries are based on career paths.

Sample building budget for Teacher Advancement Program:

Elementary or Middle School: Student Enrollment 500; Teachers 45

Two master teachers	\$200,000
Two master teacher supplemental contracts	\$14,600
Three mentor teacher supplemental contracts	\$10,500
Substitute pay for teacher release time	\$17,650
	\$1,800
Teacher Incentives (Performance payouts)	\$322,000
TAP required professional development training	\$37,500
Total:	\$603,350

In spring 2006, Congress appropriated approximately \$99 million to establish the Teacher Incentive Fund Grant. This grant program is designed to support programs that develop and implement performance-based teacher and principal compensation systems, based primarily on advances in student achievement in high-need schools. Ohio submitted a state consolidated plan under which Toledo Public Schools will be a partner implementing the **Toledo Review and Alternative Compensation System (TRACS).**

The overriding goal of TRACS is to promote teacher quality and significantly improve the academic performance of urban youth. Both the teachers union and the school district acknowledge that the traditional system of recognizing and compensating teachers might not lead to the type of student academic growth that is desired.

TRACS Components and Functions:

- Governance: Professional Assignment and Compensation Committee (PAC).
 The PAC consists of three teachers and two administrators appointed by the
 president of the Toledo Federation of Teachers and the superintendent of the
 Toledo Public Schools. The PAC will determine satisfactory qualification and
 placement at all TRACS levels.
- TRACS A: Professional Development. The goal of TRACS-A is to provide quality
 professional development activities that increase subject matter knowledge and
 skills, improve instructional practices and increase student achievement. TRACS
 Professional Development Modules will be offered for identified groups of
 teachers whose participation will be required. Teachers required to attend will be
 compensated.
- TRACS B: School Performance. The goal of TRACS-B is to support and enhance the district's continuous improvement process by annually recognizing and rewarding the teaching staffs of schools that meet, or exceed, rigorous student performance goals. Each spring the PAC will develop a menu of TRACS-B targeted improvement goals based on district-wide continuous improvement needs from which individual School Improvement Committees can select three goals. Each August the PAC will establish for each school the level of growth required during the upcoming school year for each of the targeted improvement goals. Staff who are determined to be eligible and who are assigned to a school that meets, or exceeds, the determined growth level in all three TRACS-B targeted areas are eligible for a stipend.
- The goal of TRACS-C is to support and enhance the district's continuous improvement process by recognizing, rewarding, and utilizing in special projects and/or assignments teachers who demonstrate exceptional classroom performance, including measurable gains in student academic achievement. TRACS-C is composed of three levels each with specific requirements, duties and functions, and compensation levels. All teachers who enter TRACS or move

up the ladder must demonstrate excellence in classroom teaching through a variety of assessment procedures including peer evaluation. To remain in TRACS, all teachers must successfully complete a comprehensive assessment, including peer evaluation, once every five years. Compensation for the three levels is a percentage of the teacher's basic salary.

TRACS is designed to encourage and reward teachers who work as a focused, collaborative team and succeed in significantly raising student academic achievement; attract and reward accomplished teachers who assume additional curriculum, instructional and school improvement responsibilities and leadership; and support and reward veteran and exceptional teachers who not only volunteer for placement in the most difficult teaching assignments but also achieve measurable student academic results in these assignments.

[Placeholder for other examples]